

Developing English Speaking Material Through CBI for Marketing Students on Vocational High School

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ABSTRACT

The objective of this research to develop English speaking material through CBI (Content Based Instruction) for the second year students of Marketing program of Vocational High School. This study is descriptive qualitative research. This study educational Research and Development (R & D). The steps of the research was conducting the need analysis, designing the new material, validating material, revision and final production. The instrument of collecting data was collected by questionnaire and interview. The source of the data was the students of XI Marketing program of SMK Putra Anda Binjai, Marketing teacher, Stake holder, Alumnus and also syllabus and existing speaking materials. The result of the need analysis showed that the student need material for speaking which were related to their major and their future job after they graduate from the school. The CBI is used in the development of the new speaking material. After the material has developed the expert it was validated by the expert judgement. The product of this speaking materials entitled Speaking materials for Marketing student. There are four topics in the book and completed with teacher guide book.

Keywords: *ESP, need analysis, English speaking materials, Marketing, CBI (Content Based Instruction)*

1. INTRODUCTION

Vocational High School (VHS) is an educational institution which focuses on developing specific skills. Generally, VHS provide several study programs for students. In terms of English teaching, the Minister of Education and Culture Regulation No. 68, 69,10/2013 about the basic competences of English states that English teaching in SMK is focused on developing communicative competence. Learning English in Vocational High School is different from learning English in Senior High School. The orientation of the Vocational High School (VHS) is to prepare the students to be able to take a part in the business and work industry.

The government supports this program with the slogan of SMK BISA. It offers students chance to be professional in the certain field. The graduates of Vocational school are supposed to be able to ready for work, and able to compete in the global industry. As the result they need to be a skill full worker. One of the criteria is having a good ability in oral communication. It is in line with the objective of English learning process in VHS that English is an adaptive subject, in which it is aimed to provide students the ability to communicate in English in the communicative material contexts needed

for the students program both written and spoken. To have a good oral communication, the students should improve their speaking ability. as the example is Marketing students. Marketing is one of the programs of Business and Management also requires students to improve their speaking skill. It is because in the future students should be able to deal with their customer.

Widdowson (57) states that. "Speaking is an oral communication that gives information involves two elements, they are; the speaker who gives the message and the listener who receives the message in the world" speaking is very important to learn to Marketing students related to its role in the communication. The students of vocational school are encouraged to communicate in English well. To improve the quality of the students speaking skills especially for marketing students is by providing the students with the appropriate speaking learning material. [1]

Materials take an important part in teaching and learning process. Good and appropriate materials will give positive influence to the students' learning process. In learning English, the materials are expected to meet the students' need and represent the characteristics of each study program. Different study program should

have the different teaching materials. Because the students should have different English knowledge based on their skills to face the different world work. Teaching materials play a central role in teaching and learning process, and as Garton and Graves (2014) assert that Materials are fundamental to language learning and teaching but materials cannot be viewed independently of their users. This assertion presents two important characteristics of teaching materials that imply their relevance in teacher education, they are a fundamental part of language learning and teaching and they are dependent on their users (both teachers and learners). [2]

Unfortunately, most of Vocational High School in Indonesia, especially in Binjai still have a problem related to the availability of English learning materials which are appropriate for the students. English materials which are provided by the government and by some publishers are still general, similar to English materials for VHS students. The materials are not specified into certain study programs, whereas English that is needed by the students of vocational high school in their future occupation will be different depending on their study program. The Speaking materials that provided in the books which are used by students do not have relationship to their need and their study program. It also happens in SMK Putra Anda Binjai. This school has so many study programs, such as Office Administration, Accounting, Marketing, Software Engineering, Electricity, Audio Video, etc.

Ideally, each study program should have different English materials, based on their skills, but in fact all of the study program has the same English materials from the same textbooks. The Speaking materials that they have is still general not the specific one. The English teachers use the book from the Indonesian Minister of Education and Culture 2014. The same English textbook used by the Senior High School students. The Speaking materials that provided in the textbooks are not related to the students skills. Especially for the Speaking materials, there are no Speaking material related to the Marketing programs for the students. For example, the topics are about Instructional manual for your gas stove, biography, the favourite things, argumentation, etc.

Based on the observation and interview that were done toward the Marketing students on grade XI at SMK Putra Anda Binjai, it is found that their speaking skill is still low, especially when they should do the presentation about marketing in front of the class, the students still get difficulties in producing the utterances in English. The reasons are the lack of vocabularies, the difficulty in constructing the sentences and the difficulty in the pronunciation. Those make them not confident to communicate in English. Actually the students of Marketing should be able to communicate in English to support them in getting good job after they finish their

study. They should be able to do the promotion, the services and the negotiation to their customer.

The use of inappropriate speaking materials might prevent the students to develop their skills to have good communication in English, especially to communicate using English in the target situation of their field of works. If such condition continues happens, the purpose of the English teaching will not be achieved. Therefore, developing appropriate English speaking materials for each study program of VHS students is necessary. In this case, English for Specific Purposes (ESP), especially English for Marketing is extremely needed in order to increase their motivation. It is emphasized by Chen (1993) which stated that ESP will be more motivated, benefit, and effective in increasing student's learning motivation because it relates to their fields of the study and caters their needs. Appropriate speaking materials can help the students to be able to communicate in English more easily. It is because they will learn useful speaking materials that are related to their skills and their future job.

In relation to the background of the study, the problems of study are formulated as the following.

1. What English speaking materials are needed to meet with the Marketing students' need at SMK Putra Anda Binjai
2. How are the English Speaking materials developed through Content Based Instruction approach for the students of Marketing study program at SMK Putra Anda Binjai?
3. How are the English speaking materials validated?

2. REVIEW OF RELATED LITERATURE

2.1 English for Specific Purpose

ESP can be defined as an approach in English language teaching which is designed to meet the specific needs of the learners in order to build more effective and more useful English language instruction. and this statement is supported by some experts. According to Hutchinson and Waters (1987: 19), ESP is an approach to language teaching in which learners' needs become the base to decide anything related to the learning and teaching process, including the learning contents and the methodology [3]. In addition, Dudley Evans and St. John (1998) say that ESP is designed to meet the learners' needs. They also stated that ESP has absolute and Variable characteristics. [4]

The Absolute characteristics of ESP:

- a) ESP is designed to meet the specific needs of learners
- b) ESP makes use of the underlying methodology and the activities of the discipline it serves.

c) ESP is centered on the language, skills, discourse and genres appropriate to this activities.

2.2 English for Marketing

Marketing is one of the study programs in business and management field of study which covers several skill competencies, such as promotion, advertising, sales and public relations. Marketing study program in VHS has a purpose to design competent and skillful middle – workers in business and marketing. In other words, same with the other study programs in VHS, the marketing study program prepare the students to work after finishing their education. It prepares the students with knowledge and special skills to have them ready to compete with other job seekers.

Marketing study Program requires the students to achieve some competencies that are strongly related to communication skills development. Some competencies are having business communication, conducting negotiation and transaction, selling and delivering products, etc. it is expected that the graduates of Marketing Study Program later will be good candidates who fill some positions in marketing offices, business companies, department store or maybe as an entrepreneur. those competencies have to be acquired by the students of Marketing in order to help them to be face the future work place especially in doing good English communication.

Due to those particular marketing competencies, the students of Marketing Study Program must have specific needs to learn English especially for Speaking skills. English teaching in VHS should be focused on the students’ particular needs to support the development of the students’ study program. Thus, the approach of the English learning should be directed at English for Specific Purposes or ESP approach.

According to Hutchinson and Waters, ESP can be classified based on general nature of learner’s needs. There are some categories : a) English for Science and Technology (EST);, b) English for Business and Economics (EBE); c) English for the Social Science (ESS). Each category is divided into two smaller categories that help to distinguish two situations, namely English for occupational purposes (EOP) and English for Academic Purposes (EAP).

From the explanation, English for the students of Marketing Program belongs to the English for occupational Purposes (EOP) since they need to prepare their English for their future profession.

2.3 Content – Based Instruction

Richards and Rodgers (2001:204) says that Content-Based Instruction refers to an approach to language teaching in which teaching is organized around the

content or information that students will acquire rather than around linguistic features. The Content-Based Instruction is likely drawn on the principles of Communicative Language Teaching. It argues focus on real communication and the exchange of information. [5]

3. METHOD

Research design of this study was Research and Development (R & D) model by Borg and Gall (2003) which consist of a set of steps to develop or design new educational product [6]. The writer chose this research process aim to develop a quality product design to meet the specific materials that can be used at vocational school

4. RESULT AND DISCUSSION

The research findings refer to research question of thestudy. The first question is “what English speaking materials are needed to meet with the Marketing students’ need at SMK Putra Anda Binjai?”.The second question is “how are the English Speaking materials developed through Content Based Instruction approach for the students of Marketing study program at SMK Putra Anda Binjai?”. And the third question is “how are the English speaking materials validated?”. Based on the data analysis was found the result as explanation below:

Table 1. Speaking Material

No	Aspect	Score	%	Level of Needed
1	Students need learning to speak with authentic material	3.57	57	Very needed
2	Students need learning to speak with material designed by the teacher	3.86	86	Very needed
3	Students need learning to speak with material designed by the students themselves	1.58	39,5	Fairly needed
4	Students need learning to speak with a topic related to the student's major	4	100	Very needed
5	Students need to learn to speak on topics related to real work life situations	4	100	Very needed

Based on the table above can be describe that 57% students very needed learning to speak with authentic materia. 86% students very needed learning to speak with material designed by the teacher. 39,5% students fairly needed learning to speak with material designed by the students themselves. 100% students very needed learning to speak with a topic related to the student's major. and 100% students very needed learn to speak on topics related to real work life situations.

Table 2. Speaking Learning Strategy

No	Aspect	Score	%	Level of Needed
1	Students need student-based speaking learning	3.58	57	Very needed
2	Students need learning to speak individually	0	0	Not needed
3	Students need activity-based speaking learning	3.71	71	Very needed
4	Students need learning to speak in pairs	3.71	71	Very needed
5	Students need learning to speak in small groups	3.71	71	Very needed
6	Students need learning to speak in large groups	1.29	86	Very needed
7	Students need teacher-based speaking learning	0	0	Not needed
8	Students need learning to speak with practice in the classroom	4	100	Very needed
9	Students need learning to speak with practice outside the classroom	4	100	Very needed
10	Students need learning to speak by practicing using media	3.86	86	Very needed
11	Students need learning to speak with examples by the teacher first for proper pronunciation	4	100	Very needed
12	Students need more time to learn speaking skills than other skills	4	100	Very needed

Based on the table above can be describe that 57% students very needed student-based speaking learning. 71% students very needed activity-based speaking learning. 71% students very needed learning to speak in pairs. 71% students very needed learning to speak in small groups. 86 % students very needed learning to speak in large groups. 100% students very needed learning to speak with practice in the classroom. 100% students very needed learning to speak with practice outside the classroom. 86% students very needed learning to speak by practicing using media. 100% students very needed learning to speak with examples by the teacher first for proper pronunciation. 100% students very needed more time to learn speaking skills than other skills.

Table 3. Linguistic feature

No	Speaking Material	Score	%	Level of Needed
1	Students need mastery of grammar in speaking skills	4	100	Very needed

2	Students need mastery of vocabulary related to speaking skills	3.71	71	Very needed
3	Students need mastery of pronunciation in speaking skills	3.86	86	Very needed
4	Students need mastery of language functions in speaking skills	4	100	Very needed
5	Students must understand the preparation of good sentences in speaking	4	100	Very needed

Based on the table above can be describe that 100% students very needed mastery of grammar in speaking skills. 71% students very needed mastery of vocabulary related to speaking skills. 86% students very needed mastery of pronunciation in speaking skills. 100% students very needed Students need mastery of language functions in speaking skills. 100% students very needed understand the preparation of good sentences in speaking.

Table 4. Speaking assessment

No	Aspect	Score	%	Level of Needed
1	Speaking assessment in the form of oral questions	3.43	57	Very needed
2	Speaking assessment in the form of practical exercises	3.86	86	Very needed
3	Speaking assessment in the form of project creation	3.71	71	Very needed

Based on the table above can be describe that 57% students very needed Speaking assessment in the form of oral questions. 86% students very needed Speaking assessment in the form of practical exercises. 71% students very needed Speaking assessment in the form of project creation.

Based on the result of student's need analysis, then the researcher designing English Speaking materials as follow Content Based Instruction principles for the students of Marketing study program. The product of this speaking materials entitled Speaking material for Marketing Student. There are four topics in the book 1) Nice to see you, 2) Could I have lower price. 3)What does it look like, 4) handling's costumer complain and it is completed with teacher's guide book. The material design can be seen on pictures below:

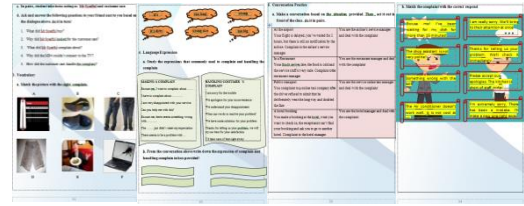


Fig 1. Design product

The product above followed the principles for CBI according to Brinton (2003) in Nunan (2004:132) there are: [7]

1. Base Instructional decisions on content rather than criteria.
2. Integrate Skills.
3. Involve students actively in all phases of the learning process.
4. Choose content for its relevance to students' lives, interest, and / or academic goals.
5. Select authentic texts and tasks.

The product was developed as the basic outline to develop English speaking skill specifically for the students of Marketing study program. There are several types of activities which can be applied in Content-Based Classroom. Stoller (1997) in Richards and Rodgers (2001) classifies those activities into five categories, they are: 1) language skills improvement, 2) vocabulary building, 3) discourse organization, 4) communicative interaction, 5) study skills and synthesis of content materials and grammar. [5]

The developed materials are then evaluated by the materials expert. The evaluation was done by distributing a questionnaire to the expert. The questionnaire consists of three dimensions. Those aspects are Content and Product Dimensions, Process Dimensions and Display and layout dimensions. The Result of English speaking materials validation by expert can be seen in tables below:

Table 5. Content and product dimensions

No	Description	Expert's Assesment
1	The speaking topic / material selected and developed in accordance with the syllabus, student needs and the world of work	4
2	The speaking topic / material has a variety of difficulty levels according to the level of the student.	4
3	The speaking topic / material designed by the author is accurate, effective and interesting.	4
4	The teaching materials contain exercises for each speaking topic according to the student's level..	4

5	Each exercise on teaching materials has a clear purpose to help students master speaking material according to the topic	4
6	The types of assignments / exercises given can help students improve their speaking skills more easily	5
7	The vocabulary developed refers to each topic or theme of speaking	4
8	The pronunciation exercises that are available in the teaching materials meet the students' needs for skillful pronunciation on each topic	4
Mean		4,125

From the table above, it can be seen that the mean value of the content and product dimensions is 4,125. The value is categorized as “Good” due to its position in 4.

Table 6. Process dimensions

No	Description	Expert's Assesment
1	Speaking teaching materials provide brainstorming opportunities for students	4
2	Speaking teaching materials provide brainstorming opportunities for students	4
3	Speaking teaching materials enable and provide students with space and time to learn independently	5
4	Speaking teaching materials can encourage students to do activities	5
5	The speaking teaching materials allow the creation of a relaxed and pleasant learning atmosphere and environment	4
6	Speaking teaching materials allow students to work collaboratively in learning	4
7	Speaking teaching materials allow students to interact optimally between students	4
8	Speaking teaching materials use precise and effective instructions in each exercise	4
9	Teaching materials use proper and appropriate grammar	5
10	Teaching materials use proper and appropriate pronunciation	4
11	The teaching materials use the right and appropriate choice of vocabulary	4
Mean		4,27

From the table above, it can be seen that the mean value of the process dimensions is 4,27. The value is categorized as “Good” due to its position in 4.

Table 7. Display and layout dimensions

No	Description	Expert's Assesment
1	The series of each topic / material / unit in teaching materials is arranged properly according to the student's needs which is important first to master	4
2	The series of each exercise in each unit is arranged properly according to needs and to support the next exercise	5
3	Presentation of pictures / tables / charts according to the existing speaking topic or theme.	4
4	The use of type and size of font in teaching materials are ideal and proportionate	5
5	Visualization and beauty of the letters of teaching materials are generally good and interesting	4
Mean		4,4

From the table above, it can be seen that the mean value of the display and layout dimensions is 4,4. The value is categorized as “Good” due to its position in 4.

Table 8. The score for all dimensions

No	Dimension	Total Score
1	Content and Product Dimensions	33
2	Process Dimensions	47
3	Display and layout dimensions	22
Total		102
Criteria of properness		Good

From the table above, it can be seen that the total score value of the three dimensions is 102. The value is categorized as “Good” due to its position in range of 101 – 125.

5. CONCLUSION

The result of this research are:

1. The result of the need analysis showed that the student need material for speaking which were related to their major and their future job after they graduate from the school.
2. From evaluation of questionnaire, the CBI is used in the development of the the new speaking material. The product of this speaking materials entitled Speaking material for Marketing Student.

There are four topics in the book 1) Nice to see you, 2) Could I have lower price. 3)What does it look like, 4) handling's costumer complain and it is completed with teacher's guide book.

3. After the material has developed the expert it was validated by the expert judgement. The result of expert judgement showed that the total score value of the three dimensions is 102. The value is categorized as "Good" due to its position in range of 101 – 125.

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